

RESPONSE TO INTERVENTION – HIGH READING PROGRAM

Tier Component Guidelines

TIER COMPONENTS	TIER ONE Core	TIER TWO Strategic	TIER THREE Intensive
<u>Focus of Instruction</u>	Content Area Programs implementing reading strategies	Supplemental Intensive Reading Program with Programs/Interventions Targeted to Student Needs	Comprehensive Intervention Reading Program (CIRP) with Intensive Intervention Strategies Targeted to Specific Individual Student Needs
<u>Grouping/Student Assignment Numbers</u>	Large Group with Differentiated Small Groups	Reduced numbers of Students in Both Large and Differentiated Small Groups with <u>specifically targeted</u> instruction	Reduced numbers of Students in Both Large and Differentiated Small Groups and Individual Instruction
<u>Academic Engaged Time (AET)</u>	Content Area Classes One Period each	One Period Intensive Reading Class <u>Increased</u> Systematic Explicit Instruction and Practice	Two Period Intensive Reading Block <u>Highly Increased</u> Systematic Explicit Instruction and Practice.
<u>Frequency of Assessment</u>	Three to Four Screenings per Year to Monitor Student Progress (FORF, MAZE, CBA)	Progress Monitoring Every Two Weeks Minimum (Group/Individual) (Cold Reads, CBA)	Individual Assessment Schedule based on the Number and Severity of the Student's Needs (CBAs)

*Students may experience multiple components across tiers.

**Students may move from both lower to higher tiers and higher to lower tiers.

The Rtl system is also designed and aligned with ESE student Inclusion components and processes.